

Tonwell St Mary's CE Primary School : Summary of Catch-Up Strategy

School information			
School	Tonwell St Mary's CE Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £1820
Total number of pupils	40	% Disadvantaged Pupils	25% (including 3 x EYPP)

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Ensure that staff are able to quickly identify any mental health needs using strategies including staff training, small group, regular opportunities for PSHE learning and promotion of understanding of mental health (healthy minds) through whole school collective worship
B.	Ensure that all children have access to daily physical activity in school
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.
D.	Carefully track attendance of all children, quickly identify any families causing concern and give necessary support

Summary of Expected Outcomes	
A.	Children will feel happy in the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By end of autumn term, all children who are physically able to, should be able to partially or fully jog the daily mile.
C.	By end of autumn term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation are further targeted for intervention. Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.
D.	All children, including PPG, will have attendance in line with national average, or an improving picture for attendance.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting quality first teaching	Continued, thorough and focussed monitoring programme, including involvement of subject leaders. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required. INSET day focus on developing subject leadership and the curriculum.	All classes	SLT and subject leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	SLT	Monitoring plan in place and shared with all staff. Lesson visits, pupil voice and book looks recorded and 'What went well'/'Next steps' shared with staff. Meetings where support is required with actions and review date set. Pupil progress summative assessments in November 2020 and April 2021		
Support for children's transition	Class structure changed to 1,2,3, and 4,5,6 from September 2020. Y1 pupils to have daily visits to EY area for CiL for autumn term. Y3 pupils to join KS2 for French, RE, PSHE weekly. Individual support for children with additional needs – individual plans where required.	All classes Individuals requiring additional support	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. New Y1 will be able to access missed opportunities for CiL.	SLT	Lesson visits, half termly meetings with SLT and each class teachers. Ensure plans are in place for individuals requiring further support/individualised plans.	½ day cover per week £105	
Catch up curriculum	Back on Track materials used for EY, maths and English across the school HfL TLA time to support subject leaders and class teachers to implement this successfully Extra PPA for class teachers to write knowledge organisers to prioritise key objectives for teaching. Small group teaching for PSHE/RE weekly.	All classes	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group. No further gaps created.	SLT	Termly subject leader lesson visits, pupil voice and book looks. Half termly meetings with SLT and each class teacher. Pupil progress summative assessments in November 2020 and April 2021	Back on Track materials funded by LA TLA support 2 days £1200	
Cost - Sub-totals						£1305	
Total budgeted cost for Strand 1						£1305	

STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff AW (additional teacher) Y1,2,3 every Friday for English and maths GC (additional TA every Friday 9-12.15) DT Y4,5,6 every Wednesday for English and maths	Children across the identified as needing support in English and/or Maths.	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	SLT/AW /DT/GC	Pupil progress summative assessments in November 2020 and April 2021. Scores in testing Y6 (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Lesson visits, pupil voice, book looks		£1220 (20 sessions with class teacher)
After school interventions	Targeted intervention for Y6 and KS2 PPG - small group delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours	Children in Years 3 to 6 identified as needing support in English and/or Maths.	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	SLT/DT/ SN	Pupil progress summative assessments in November 2020 and April 2021. Scores in testing Y6 (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations		£600 (20 sessions)
Support for social, emotional, mental health	Zones of regulation introduced across the whole school with 1:1 and small group intervention for targeted children. Small group teaching for PSHE every week. Whole school worship to have a focus on teaching/promoting mental health (healthy minds) once a week. Promotion of usual whole school PSHE focus weeks/days (Growth mindset, anti-bullying, feeling good week). HT to attend and disseminate information from wellbeing return to schools training.	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	SLT	Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.	£350 training and cover	
Cost - Sub-totals						£350	£1820
Total budgeted cost for Strand 2						£2170	

STRAND 3: WIDER STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to technology	Purchase of MS Teams upgrade with DfE grant to enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.	All classes	Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.	SLT/class teachers	Pupil progress meetings Discussions with parents and children Engagement levels		
Parental engagement	Parent forum to continue half termly online SEND coffee afternoons to continue half termly online Christmas performances to be shared via website (narrated ppt/filming of those with specific permission)	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	EYFS – DK English – TM Maths – GB	Check parental sign up and engagement for Tapestry (EYFS) At parents meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.		
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	RM	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.		
Cost - Sub-totals							
Total budgeted cost for Strand 3						£0	

Financial Summary

Cumulative Sub-total for all strands	£1655	£1820
Total budgeted cost for all strands	£3475	